

DOCUMENT RESUME

ED 248 278

UD 023 689

AUTHOR Byrd, Roland L.
TITLE Project ENRICH. A Prototype for Achievement.
INSTITUTION Howard Univ., Washington, DC. Center for Academic Enrichment.
PUB DATE 15 May 84
NOTE 37p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Black Achievement; *Black Colleges; *Black Students; Career Development; *College Bound Students; *College Preparation; *College School Cooperation; Educationally Disadvantaged; High Schools; *Program Effectiveness; Remedial Programs

IDENTIFIERS District of Columbia Public Schools; *Project ENRICH DC

ABSTRACT

This paper describes and evaluates Project ENRICH, a two-year pilot program aimed at providing black high school students with educational foundations and preparatory experiences which would assist them in their enrollment in and adjustment to higher education institutions. Another purpose of the program, operated cooperatively between Howard University and the District of Columbia Public Schools, is to strengthen the communication between secondary schools and colleges. The development and implementation of the program are detailed and four objectives are enumerated: (1) to increase skills in writing, vocabulary building, test-taking techniques, communication and interpersonal relations through academic support seminars; (2) to increase skills in interviewing techniques, college application preparation, resume writing, college selection, and the acquisition of financial aid through career/college planning seminars; (3) to enhance students' awareness of historically black colleges and colleges with programs for minorities through college visitations and other enriching experiences; and (4) to create ongoing dialogue with parents of Project ENRICH students. Student selection criteria are discussed and a schedule of activities for the first year of the project, 1982-83, is given. The results of an end-of-the-year assessment are presented. Participating students are reported to have found the project useful in helping them to improve their academic skills and giving them insight into careers, college preparation, obtaining college financial aid, and their own academic ability; counselors rated students' attitudes as very good and perceived Project ENRICH as very helpful to students. Appendices contain the project's initial proposal, a list of Advisory Board members and affiliations, and forms and questionnaires. (KH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 248 278

UD 023 689

ED248278

9.10.84

PROJECT ENRICH
A Prototype for Achievement

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Roland L. Byrd

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Mr. Roland L. Byrd
Chairman, Project ENRICH Advisory Board
Assistant Director, Center for Academic Reinforcement
Howard University

May 15, 1984

UD023689

Project ENRICH
A Prototype for Achievement

Preface - An Introduction

Academic achievement is the expected outcome of any educational system. The development of the mind and the advancement of one's intellectual potential are continuing objectives of education. For today's youths, the mind must be cultivated through quality learning experiences. Higher education is one medium through which this development and advancement can occur.

The academic climate of today suggests that the educational process is in a state of disorder. The quality of instruction has been questioned, and some students have reached a level of "unpreparedness." For black youths, learning experiences must be in abundance and of high quality. Therefore, ensuring that black students reach the higher education level and have the opportunities to obtain the benefits of this education is of paramount importance.

Education must become more of a concern for everyone--the individual, the group, the organization. To assist in the preparation of black youths for higher education, a select group of interested persons have joined forces to address this very concern within the District of Columbia. They have come together in the form of a special program entitled Project ENRICH.

Project ENRICH is a two-year pilot program operating in conjunction with the District of Columbia Public Schools. The program is designed to provide high school students, beginning with ninth graders, with educational foundations and preparatory experiences which would assist them in their enrollment in and adjustment to higher education institutions. For black

youths, preparation for college includes being motivated and encouraged at an early stage of their development.

The Historically Black Colleges and Universities (HBCUs), through their rich history and tradition, have made major contributions toward the education of black youths. These institutions provide a supportive environment where the black students can learn to excel. A major emphasis of Project ENRICH is to expose black students to the HBCUs, and to encourage them to consider these institutions as viable options in the pursuance of their educational objectives.

Project ENRICH attempts to build upon the student's academic program by providing related academic support activities, along with opportunities for career and college planning. Besides working very closely with the student participants, there is interaction with parents and school counselors to develop the necessary information base, communication linkages, and academic skills which would enhance college preparation and college admission.

Project ENRICH is endorsed by a number of local and national organizations and its Advisory Board is comprised of representatives from many of these organizations. Among the organizations represented, either as a direct endorser and/or through membership on the Board, are the following:

- American Association of State Colleges and Universities
- Center for Academic Reinforcement, Howard University
- Coalition of One Hundred Black Women of D.C., Inc.
- National Association of Personnel Workers
- National Association for Equal Opportunity in Higher Education
- National Association of Black University and College Students
- Office for the Advancement of Public Black Colleges
- Office of Minority Concerns, American Council on Education
- United Negro College Fund
- Washington Urban League, Inc.

Project ENRICH is a major effort to address an urgent need--to initiate and foster articulation between colleges and secondary schools. At the same time, support is needed to continue enrollment at and maintain the rich cultural heritage traditionally afforded Black youths through the Historically Black Colleges. The connections between institutions of secondary and higher education are crucial to the success of the Black students, and these linkages promote the smooth transition from one level to the next.

Program Evolvement--Development and Implementation

Project ENRICH was conceived in 1982 and became operational in the 1982-1983 academic year. Dr. Dorothy E. Jenkins, Assistant Director for the Division of Student Services, Guidance and Counseling Branch of the District of Columbia Public Schools, initiated the Project's development. The concept was presented to a local discussion group of Black educators for the purpose of assessing its validity and feasibility.

The project's mission is "to develop a pilot college preparatory program for the ninth grade students in the District of Columbia Public Schools in order to provide them with an educational foundation and hands on experiences which would facilitate their enrollment and adjustment in the Historically Black Colleges or other institutions committed to the educational development of black youth", with the specific goal of initiating and implementing such a project in conjunction with each of the Historically Black Colleges through the appropriate articulation with secondary feeder schools.

In addition to its mission and goal statements, four objectives were enumerated:

- To increase skills in writing, vocabulary building, test-taking techniques, communication and interpersonal relations through

academic support seminars

- To increase skills in interviewing techniques, college application preparation, resume writing, college selection and the acquisition of financial aid through career/college planning seminars.
- To enhance students' awareness of the Historically Black Colleges and colleges with programs for minorities through college visitations and other enriching experiences
- To create an ongoing dialogue with parents of Project ENRICH students.

With the endorsement of the Project by the discussion group, an Advisory Board was established. It is composed of interested discussion group members along with other persons who endorsed the Project. Local business and government agencies, professional organizations and civic groups, and colleges and universities are represented. Board meetings were (are) held monthly for the purposes of developing, implementing, coordinating, and monitoring the project.

Besides the student participants and the Advisory Board, other constituent groups of Project ENRICH include the guidance counselors and the parents. The guidance counselors assisted in the selection of participants and they were to interact and relate directly to the students between Project ENRICH activities. This interaction allowed for immediate and continuous feedback and was to be the linkage through which the students could be in constant touch with the program. The parents served as the motivating force behind the students, stimulating them and lending support when needed. Some activities were planned specifically with them in mind, to keep them abreast of the project's operations and to elicit their support and participation. Both groups are necessary and essential to the stability of Project ENRICH.

With the assistance of the guidance counselors at the junior high schools,

the student participants were selected. The stated criteria were as follows:

- A strong "C" average
- Good English and math grades
- Good school attendance record
- Positive attitude
- Highly motivated
- Good interpersonal relations
- Willingness to participate in activities of the project
- Two-year commitment
- Parental consent

Thirty-one (31) ninth grade students representing the four regions of the District of Columbia Public Schools were selected for participation in Project ENRICH for the pilot phase of the project, academic years 1982-83 and 1983-84. The schools being represented by the students include:

<u>School</u>	<u>Number of Participants</u>
Anacostia	2 students
Backus	1 student
Browne	2 students
Cardoza	1 student
Coolidge	2 students
Eliot	5 students
Jefferson	3 students
Kelly Miller	2 students
McKinley	2 students
Roper	4 students
Shaw	2 students
Stuart	2 students
Terrell	3 students

Project ENRICH was established to supplement the academic experiences of its participants through related support services. Planned sessions were organized for the expressed purpose of meeting the project's objectives. During the first year of the project, 1982-83, the schedule of activities was as

follows:

<u>Date</u>		<u>Activity</u>
September 28, 1982	-	Orientation to Project ENRICH
October 12, 1982	-	Profile of the Black Experience and Academic Program Planning Seminar
November 9, 1982	-	Workshop on Study Skills
December 7, 1982	-	Workshop on General Testtaking strategies
December 16, 1982	-	Parent's Orientation Reception
January 18, 1983	-	Workshop on Strategies for Taking Standardized Tests
February 8, 1983	-	Seminar on the College Selection Process and Preparing the Application for Admission
March 8, 1983	-	Seminar on Financial Aid and Scholarships
April 1, 1983	-	Essay Contest
April 23, 1983	-	Career Awareness Session
May 12, 1983	-	Awards Ceremony

At the completion of the year's activities, data were gathered from the students and the counselors to ascertain some measure of the Project's impact on the student participants. Parental assessments of a specific activity in which they participated and the program in general were gathered also. The results of these assessments are included in the evaluation section of this report.

Program Evaluation - Results and Analyses

The mission of Project ENRICH is to encourage, motivate, and develop within black students the importance of preparing for college and a career at an early age, and to consider the Historically Black Colleges as viable options for this preparation and development. This goal was addressed through the presentation of workshops on various related topics.

After each session, students were asked to evaluate them. Their responses indicated that the workshops were well received and presented very meaningful information for their use. The responses suggest that the students are enhancing their awareness of career fields, related curricula, and pre-collegiate processes; are developing an awareness of the skills necessary for sustained academic achievement; and, are becoming more highly motivated and success-oriented. Specific comments about the workshop sessions bear this out:

- Many students indicated that they received valuable information on how and when to study, how to budget one's time, test-taking strategies, and goal setting mechanisms.

"I received a great deal of information about my courage, confidence, and commitment. I took this information very serious. And I thank you!"
- Most of the students expressed more positive attitudes and comfortable feelings toward taking tests. Additionally, some of the students expressed gratitude for the sessions and for the teachers and counselors who were making the presentations.

"It's great that someone has (taken) time to talk to the younger people about what we should know or be prepared for in the future."
- Many of the students indicated that they found the discussions about black colleges to be of primary interest. Points of interests included information on college admissions, required test scores, steps to take in selecting a college, preparation needed for college, college applications and required fees, the advantages of and advice on attending a black college; and, the information on Howard Univer-

sity. As a result of these discussions, the students are now strongly considering attending a black college.

"I never knew most of the things that (the presenter) said, but I know now."

"I was interested when (the presenter) talked about Howard University; I didn't know their standards were that high."

- Participants also commented about how the presenters conducted themselves, especially their level of enthusiasm.

"I think today's workshop was really good and if we keep going at this (pace) it (will) be even better."

"Just keep up the Good Work!"

Students were also asked to indicate what they would like presented at other workshop sessions. Many of their concerns were already scheduled to be addressed at future workshops. Others, related to career choices, professional preparation, the job market, and salary structures, were not specified in the original workshops' agenda. Consequently, a "Career Awareness" session was organized to address these specifics. It was felt that special sessions for the parents should be included also.

The Career Awareness workshop took a one-day format and it was scheduled on a Saturday. The evaluation responses concerning this session follow:

- The majority of the participants (86%) found the workshop very interesting and informative; the remaining few considered it somewhat interesting.
- One-half of the students indicated that they learned about careers with which they were unfamiliar; such careers were related to computers, the physical sciences, law, psychology and counseling, and the actuarial sciences.

Of the various career interest groups, the majority of the students attended the science and technology group which included careers in computers; the second largest group was that of the health professions; the remaining students either

attended the Law and Business group or the Communications and Public/Social Services group.

- Students commented that they learned the importance of planning early for one's career; the skills required in various careers; and what's actually involved in certain careers.
- The small group settings allowed students the opportunity to converse directly with the sessions' presenters or the resource persons who were available. This interaction, in many instances, resulted in students wanting to work more closely with a presenter or resource person in a student-mentor relationship.
- In responding to what kind of information they would like to receive if another career workshop was planned, the responses included computers, cardiology, engineering, pediatrician, obstetrician, and health careers.

As an added attraction, students had the opportunity to hear current college students give their perceptions of "the college experience" and what they would or wouldn't do differently if they were currently in secondary school. The Project ENRICH participants found this segment of the workshop to be very informing. They noted that they learned about patience and perseverance in the attainment of one's goals; the making of mistakes but succeeding; understanding and believing in oneself; the need for establishing good study habits early in life; and the importance of preparation.

The Career Awareness Workshop also included activities for the parents. They attended some of the same sessions as the students, but also had designated sessions designed specifically for them. Their assessment of their sessions follow:

- Eighty percent of the parents rated the sessions on Succeeding in College and Occupational Outlook as "excellent". They perceived the Students' Perceptions session as "excellent" (33%) or "Good" (67%).

- The special session on Financial Aid received an "Excellent" rating from all of the parents
- Most parents felt that the most important information which they received from the day's workshop related to the availability of financial aid and the future job market for their children. Some also indicated that they learned of available programs which could enable them to return to school. Consequently, many parents requested more information of Project ENRICH activities and similar programs for youth.

Perhaps the most interesting comments given by the parents were in response to the question which asked how they felt Project ENRICH had helped their son or daughter. Many mentioned that the Project has helped a great deal in setting career goals, understanding the importance of getting ready at an early age to go to college, and maintaining good study habits. One parent stated that Project ENRICH had developed such a positive attitude in her son that she no longer had to argue with him about studying and making good grades; he now realizes what it takes to succeed.

As a follow-up to Project ENRICH's first year of operation, the student participants were asked to assess the effect of the Project on their academic behavior. A Student Assessment Questionnaire was prepared for this purpose. Additionally, the counselors were asked to respond to a Counselor Follow-up Form for each of their students. Twenty-five participants of the Project responded to the Student Assessment Form, with collaborating data from the respective counselors.

The students were asked initially to indicate what they consider to be their academic strengths and academic weaknesses. Of the total number of students, 28% did not indicate an area of strength, while the remaining 18 students listed a

handful of areas, with some indicating more than one: 28% indicated mathematics, 12% indicated English, and 8% indicated Reading (all basic skills areas). Also, 24% indicated the sciences as an area in which they were strong. On the other hand, as perceived areas of weaknesses, only 16% of the students indicated mathematics and 12% indicated English. The greatest number of respondents (32%) indicated test-taking skills as an area in which they were lacking. Only four students did not indicate a weakness.

When asked how had their academic skills improved as a result of their participation in Project ENRICH, 40% of the students indicated improvement in their testtaking skills; 24% indicated improvement in their English or verbal skills; and 16% indicated improvement in their reading capabilities. Only three students indicated that there was no improvement in any of their skills.

In addition to their academic skills, the student participants indicated that Project ENRICH had given them some valuable insight into the following areas:

- Confidence in and responsibility for one's ability (32%)
- Career goals (24%)
- College preparation (24%)
- Information on financial aid for college (20%)

With regard to college preparation, all 25 respondents indicated that the Project is assisting them in getting ready for college. Useful information had been presented on planning for college (24%), the college selection process (44%), and preparation for the Scholastic Aptitude Test - SAT (16%). Consequently, participation in Project ENRICH resulted in 80% of the students beginning to make some plans or preparations for college through studying materials which have been presented to them on various Historically Black Colleges and Universities (24%), initiating funds for college (20%), or through preparing for college admissions tests (16%). Other students indicated that they have either begun to review

plans for college with their parents, are looking into taking pre-college summer courses, have begun to correspond with colleges, are studying harder, or are discussing college experiences with brothers or sisters who are currently in college.

Forty-eight percent (48%) of the students had expressed some fear or apprehension about their ability to complete four years of college studies. The activities of Project ENRICH exposed them to many things which resulted in a reduction of their fears and apprehensions and an increase in their belief in their ability to complete college. Forty-four percent (44%) of these students had this belief in the beginning.

Fifty-six percent (56%) of Project ENRICH's participants had very little or no knowledge of the Historically Black Colleges and Universities. After being exposed to the HBCUs through the efforts of Project ENRICH, 80% indicated that they would now consider attending an HBCU, while 8% weren't sure. The remaining 12% indicated that they would not attend a HBC. Of the students who indicated that they would now consider attending a HBC, 85% felt that the HBCs were "good" insititutions, and that they especially would provide a supportive environment for the attainment of their educational goals.

In relation to career choices, five students, 20%, are interested in medicine, four, 16%, are interested in engineering, and three, 12%, each, are interested in law and computer technology. Other fields mentioned included architecture, clinical psychology, nursing, dentistry, psychiatry, journalism, and optometry. Reasons for selecting these fields included high salaries, areas of interest, high demand for workers, parents or relatives currently in such careers, related experiences or exposures, and a desire to help people. Most of the students indicated that the Project ENRICH's Career Awareness activity presented them

with valuable information about many different careers.

The attached table (see page 14) presents the students' general assessments of their involvement and participation in Project ENRICH and some effects with which the Project has had on them.

Concurrent with the students' assessments, the counselors completed a follow-up survey on each of their participating students. They indicated that the students are "bright", "capable", "competent", and generally "good" students. They are dependable, well-mannered, and self-disciplined. Several of the students were described as quiet or shy and in need of some motivation or reinforcement. Some were very active in school activities and exemplified strong leadership qualities.

Sixty-eight percent (68%) of the students were rated as having excellent academic abilities. The other students were rated as being "good" or "fair" academically.

The counselors' assessment of what the students have acquired from their participation in Project ENRICH relates highly to the students' perceptions of what they have gained from their participation:

- 44% of the students acquired skills in testtaking
- 32% of the students acquired skills in study techniques
- 28% - 40% of the students gained self-confidence and determination
- 20% - 28% of the students have become motivated to attend college
- 20% of the students have developed an awareness of Black Colleges; have improved their grades; have become knowledgeable of the college selection process and application skills.

The counselors also indicated that the students need further assistance in English grammar and writing skills (52% of the students); 28% in study skills; 16% in mathematics; and 12% in test-taking skills, time management and organizational skills.

Project ENRICH
Responses to Student Assessment Questionnaire

Statements	Number/ Percent	Responses					Total
		Strongly Agree (4)	Agree (3)	Partly Agree/ Disagree (2)	Disagree (1)	Strongly Disagree (0)	
Workshops well organized	# = 10 % = 40	10 52	13 52	2 8	-- --	-- --	25 100%
Workshops very meaningful	# = 5 % = 20	5 20	20 80	-- --	-- --	-- --	25 100%
Topics were germane and helped in class preparation	# = 6 % = 24	6 24	14 56	4 16	1 4	-- --	25 100%
Presenters were interesting and concerned with my understanding	# = 13 % = 52	13 52	10 40	-- --	-- --	2 8	25 100%
Would like follow-up sessions	# = 3 % = 12	3 12	16 64	2 8	-- --	4 16	25 100%
Project helped me develop my own skills	# = 7 % = 28	7 28	14 56	4 16	-- --	-- --	25 100%
Attitude towards education has become more positive	# = 9 % = 36	9 36	12 48	2 8	-- --	2 8	25 100%
Level of motivation has increased	# = 14 % = 56	14 56	7 28	3 12	-- --	1 4	25 100%
My confidence and level of performance has increased	# = 14 % = 56	14 56	9 36	2 8	-- --	-- --	25 100%
Attitude toward benefits of intensive preparation for college more positive	# = 15 % = 60	15 60	9 36	-- --	-- --	1 4	25 100%
Able to take better advantage of opportunities	# = 15 % = 60	15 60	10 40	-- --	-- --	-- --	25 100%
Attended workshops regularly	# = 10 % = 40	10 40	10 40	3 12	-- --	2 8	25 100%
I am proud to have participated in the project	# = 13 % = 52	13 52	11 44	-- --	-- --	1 4	25 100%
I take school more seriously	# = 7 % = 28	7 28	16 64	-- --	-- --	2 8	25 100%
Organizing time for study has improved	# = 6 % = 24	6 24	13 52	1 4	2 8	3 12	25 100%
Learned about career development	# = 11 % = 44	11 44	12 48	-- --	-- --	2 8	25 100%
Coping and preparation skills were lacking before Project ENRICH	# = -- % = --	-- --	3 12	6 24	13 52	3 12	25 100%
Lacked awareness of how to prepare for college before P.E.	# = 2 % = 8	2 8	8 32	7 28	7 28	1 4	25 100%
Parent participation important	# = 10 % = 40	10 40	9 36	3 12	-- --	3 12	25 100%
I support the concept of Project ENRICH	# = 16 % = 64	16 64	9 36	-- --	-- --	-- --	25 100%

BEST COPY AVAILABLE

Overall, the counselors indicated that the students' attitudes toward Project ENRICH were very good (96%), and that Project ENRICH was perceived as very helpful to 36% of the students. Also, the counselors felt that the majority of the students possess the ability to complete four years of college; five were rated "most definitely" and two "highly recommended."

Epilogue - A Summation

With growing concerns for the continued existence of Historically Black Colleges and the increased need to develop the mind and potential of black youths, Project ENRICH has emerged as a means through which these concerns can be addressed. As a college preparatory program, Project ENRICH has the mission of stimulating its participants to become academically oriented at an earlier stage of their educational careers, and to become aware of the HBCs as options in the pursuance of their educational objectives.

As a consequent of Project ENRICH, the following observations have been noted:

1. There exists a strong relation between the identified weaknesses of Project ENRICH students and the program agenda of the Project. The studying and test-taking techniques were areas which students expressed a need for assistance.
2. Self-confidence and self-motivation are traits which need nurturing in the student participants of Project ENRICH. The potential to achieve appears to be inherit within the students, but insufficient stimulation of the intellect and limited exposure to cultural and political models often times produce low esteem and a lack of the desire to excel.
3. It is apparent that young black students, as indicated by Project ENRICH participants, are not adequately familiar with the Historically Black Colleges (and in many instances they are not familiar with colleges in general) and what they have to offer black students.

It has become evident, however, that exposure to these institutions can alleviate or reverse this trend of unfamiliarity. This lack of exposure helps to breed "underpreparedness".

4. Young black students are also not aware of the different career options which exist. Again, exposure appears to be a remedy.

This report is an account of Project ENRICH's progress in its first year of implementation. A review of its operations suggest the following considerations:

1. that the selection process of student participants be refined to ensure the inclusion of those who would benefit the most from the experiences of Project ENRICH.
2. that the counselors and the parents of the participants play a more active role in the project.
3. that adequate funds be generated in support of Project ENRICH, for program implementation and for personnel to administer the program.
4. that Project ENRICH be fully endorsed and supported by the local school system in collaboration with the neighboring HBC.

The concept of Project ENRICH is excellent! Its approach will assist in the alleviation of underprepared black students seeking admission to institutions of higher learning. The question is not one of potential, but rather it is one of exposure. Relevant experiences must be shared with the younger generation to raise their level of aspiration and their academic consciousness.

Project ENRICH is beginning to make a difference for some, the youths of the District of Columbia. It may make the difference for many more, through its expansion into other locales where Historically Black Colleges are located.

Currently, the program is completing the second year of its pilot phase. A complete report will be forthcoming at that time. The second year of Project ENRICH concentrates on PSAT/SAT preparation and college visitations. Preliminary results are encouraging.

APPENDICES

APPENDIX A

PROPOSAL

The Historically Black Colleges
Project Enrich

Washington, D.C.

District of Columbia Public Schools Chapter

Submitted to
Black Education Discussion Group

Dorothy E. Jenkins
Assistant Director
Guidance and Counseling
Branch

June 3, 1982

The Historically Black Colleges Project Enrich
Washington, D.C.
District of Columbia Public Schools Chapter

Statement of Need

The Historically Black Colleges through their rich history and tradition have made major contributions towards the education of black youth. In order to increase enrollments and maintain this rich cultural heritage, black students must be encouraged, motivated and prepared, at the beginning of the high school continuum, to consider the Historically Black Colleges as a viable option.

Mission

To initiate and implement a Project Enrich on each of the campuses of the Historically Black Colleges by fostering articulation with the secondary feeder schools.

Goal

To develop a pilot college preparatory program for ninth grade students in the District of Columbia Public Schools in order to provide them with an educational foundation and hands on experiences which would facilitate their enrollment and adjustment in the Historically Black Colleges and other institutions committed to the educational development of black youth.

Objectives

- . To provide academic support seminars to increase skills in writing, vocabulary building, test taking techniques, communication and interpersonal realtions.
- . To provide career/college planning seminars to increase skills interview techniques, college application preparation, resume writing, college selection and the acquisition of financial aid.
- . To provide college/career visitations and other enrichment experiences to enhance student's awareness about the Historically Black Colleges and Colleges with programs for minorities.

- . To create an ongoing dialogue with parents of Project Enrich students

Program Design

An Advisory Board for the Historically Black College Project Enrich will be established to assist with the selection of students, program development, program implementation, evaluation and follow-up.

A group of twenty-five students will be selected from the ninth grades representing each of the four regions in the District of Columbia Public Schools.

The guidance counselor in the identified D.C. Public School, utilizing the following criteria, will coordinate the selection of students at the local school:

- . Highly Motivated
- . Good Attendance
- . Strong "C" Average
- . Good English and Math Scores
- . Positive Attitude
- . Good Interpersonal Relations
- . Willingness to Participate in Volunteer Activities
- . Parental Consent
- . Two Year Commitment

Using the resources of the Historically Black Colleges; two year and four year colleges and universities, business and government, professional organizations and civic groups, the following programmatic components will be developed for the successful implementation of the seminars.

Phase I - 9th Grade

Academic Support

- . Study Skills
- . Writing Skills
- . Vocabulary Building
- . Test-Taking Techniques
- . PSAT/SAT Preparation
- . Academic Program Planning

College/Career Planning

- . Selection of Colleges
- . Financial Aid
- . Scholarships
- . Application Preparation
- . Resume Writing
- . Interview Techniques

Phase II - 10th Grade

Experiential Component

- . College Visitations
- . Volunteer Service
- . College/Career Shadowing
- . Profile of the Black Experience

Phase I & II

Parental Involvement

- . Orientation
- . Informal Dialogues

Incentives

- . Yearly Recognition Ceremony and Reception
- . Scholarships
- . Sponsored trips to Historically Black Colleges, two and four year visitation
- . Host and Hostesses at NAFFEO Conference
- . Participation in the United Negro College Campaign
- . T.V. Appearances

Evaluation

The evaluation will be formative and summative which will include the monitoring of student's performance, placement of students in college, review of test scores, and the questionnaire responses from students/parents and counselors.

Follow-Up

- . One-One Intensive Counseling
- . Individual Tutoring Services

Students are expected to remain in the program for two consecutive years. Upon entrance into the eleventh grade, students should be prepared to interface smoothly with the guidance and decision making process as it affects academic preparation and educational/career choices. Students will meet once a month from 9:30 to 11:30 a.m. beginning October 1982 through April 1983.

Expected Benefits to Students

- . Increase awareness about the Historically Black Colleges and their rich cultural heritage
- . Opportunity to develop a support system to facilitate placement in college
- . Opportunity to broaden their educational experience
- . Opportunity to grow personally and intellectually
- . Opportunity to gain new skills
- . Opportunity to enhance decision-making skills.

Benefits to Participating Historically Black Colleges other Institutions/Agencies/Organizations

- . Increase enrollment in Historically Black Colleges and programs designed for minority students.
- . Increase public relations for the institutions/agencies/organizations.
- . Opportunity to increase the linkages between postsecondary and secondary institutions.

Budget for D.C. Public Schools Chapter

Resources In Kind Services

- . Travel
- . Program Resources
- . Recognition Ceremony
- . Facility
- . Supplies

Personnel - In Kind

- . Director
- . Counselor Coordinators
- . Secretary

APPENDIX B
Project ENRICH
Application Form

Name _____ Grade _____

School _____ Region _____

Parent's Name _____

Home Address _____

Telephone Number _____ Social Security Number _____ City/State/Zip Code _____

Areas of Career Interest

Academic Schedule 1982-1983

_____	_____
_____	_____
_____	_____

Why are you interested in Project ENRICH?

Counselor Signature

Parent/Guardian Signature

DEADLINE: September 16, 1982

RETURN TO: Dr. Dorothy E. Jenkins
Assistant Director
Guidance Branch, Suite 906
Presidential Building
Route # 1



... Making a positive impression upon OUR youth!

Project ENRICH Advisory Board Members and Affiliations

ADVISORY BOARD

Roland L. Byrd
Chairman

George Stokes
Vice-Chairman

Mina Smith
Secretary

Mrs. Colleen Jones
Treasurer

Patricia A. Brady
Dolores E. Cummings
Harold Delaney
Mahlon Griffith
George D. Jefferson
Linda J. Lambert
Nathaniel Thomas
Gwendolyn Williams
Reginald Wilson

Dorothy E. Jenkins
Founder

Ms. Patricia A. Brady
Psychometrist
Region D Instructional Services

Mr. Roland L. Byrd, Chairman
Assistant Director
Center for Academic
Reinforcement
Howard University

Dr. Dolores E. Cummings
Psychometrist
Region D Instructional Services

Dr. Harold Delaney
Executive Vice President
American Association of State
Colleges and Universities

Mr. Mahlon Griffith
United Negro College Fund

Mr. George D. Jefferson
Senior Advisor
National Organization of Black
University and College Students

Dr. Dorothy E. Jenkins, Founder
Assistant Director
Department of Pupil Personnel
Services
D.C. Public Schools System

Mrs. M. Colleen Jones, Treasurer
Management Consultant

Ms. Linda J. Lambert
President
Lambert, Inc.

Ms. Mina Smith, Secretary
Counselor
Eliot Junior High School

Mr. George Stokes, Vice Chairman
Educational Consultant

Rev. Nathaniel Thomas
National Association of Personnel
Workers

Ms. Gwendolyn Williams
Program Specialist
Washington Urban League

Dr. Reginald Wilson
Director, Office of Minority Concern
American Council on Education

BEST COPY AVAILABLE

APPENDIX D



Project ENRICH

STUDENT EVALUATION FORM

Each student must evaluate each session he/she attends. This form must be left with the workshop presenter before you leave.

Student's Name _____

Counselor's Name _____

School _____ Region _____

Title of Session _____

1. How do you rate this session?

- | | |
|------------------------------------|-------------------------------|
| ☐ Excellent | ☐ Good |
| ☐ Very Good | ☐ Poor |

2. What were the most outstanding points of interest to you?

3. Was there anything said that might impact on your career?

4. What additional information would you like to know about the subject?

PROJECT ENRICH
Student Assessment Questionnaire

Please respond to the following items. Be as detailed and specific as possible. Where appropriate, describe your experiences prior to your participation in Project Enrich as well as your experiences as the result of your participation in Project Enrich. If you have any questions, please contact your counselor.

1. In terms of academic skills and abilities, what were your strengths and what were your weaknesses prior to your participation in Project Enrich?
 - a. Strengths:
 - b. Weaknesses:
2. How has Project Enrich assisted you? What have you gained from the Project Enrich activities? Explain.
3. In your opinion, what academic skills have been improved as a result of your participation in Project Enrich?
4. Do you feel that your participation in Project Enrich has helped to prepare you for college? If yes, how? If no, why not?
5. What plans or preparations have you made or are you making for college?

PROJECT ENRICH
Student Assessment Questionnaire
Page 2

6.
 - a. What were your feelings about your ability to complete at least four years of college prior to your participation in Project Enrich?
 - b. What are your feelings now about your ability to complete at least four years of college after having participated in Project Enrich?
7. What have you learned about deciding on a career choice?
8.
 - a. What career are you interested in at this time?
 - b. What has made you think about going into that career?
9.
 - a. What session(s) of Project Enrich have you enjoyed or benefitted from the most? Why?
 - b. What session(s) have you enjoyed or benefitted from the least? Why?
10. What would you like to do in Project Enrich for next year?

PROJECT ENRICH
Student Assessment Questionnaire
Page 3

11. Describe your knowledge of and feelings about Historically Black Colleges prior to your participation in Project Enrich.

12. a. As a result of your participation in Project Enrich, what do you now think about Historically Black Colleges?

b. Would you attend a Historically Black College?

13. Indicate whether you (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree, or (0) have no opinion about the following statements:

	(4)	(3)	(2)	(1)	(0)
a. The workshop sessions were well organized.					
b. The workshop sessions were very meaningful.					
c. The topics presented at the workshops helped to prepare me for some of my classes at school.					
d. The presenters were very interesting and cared about me understanding the subject matter.					
e. I have become very interested in the workshop subjects and would like to have follow-up sessions.					
f. My participation in Project Enrich has helped me to develop my academic skills.					
g. My attitude toward school/education has become more positive					

PROJECT ENRICH
Student Assessment Questionnaire
Page 4

	(4)	(3)	(2)	(1)	(0)
h. My level of motivation to attend college has increased tremendously.					
i. My confidence in my ability to achieve at a high level in learning situations has increased.					
j. I developed a more positive attitude toward better preparing myself for college.					
k. My desire to take advantage of educational opportunities has increased.					
l. I attended the workshop sessions regularly.					
m. I am proud to have participated in Project Enrich.					
n. Project Enrich has encouraged me to take school more seriously.					
o. My ability to organize my time for study has improved.					
p. Project Enrich has provided me the opportunity to learn about making career choices.					
q. Prior to Project Enrich, my academic and study skills were lacking.					
r. My awareness of how to prepare for college was insufficient before I participated in Project Enrich.					
s. Parent participation is important for the success of Project Enrich.					
t. I support the concept of Project Enrich and encourage other students to participate in it.					

Thank you very much
for your participation.

Counselor _____ School _____

PROJECT ENRICH
Counselor Follow-up Questionnaire

Please give your perception of your student's participation in Project Enrich. Be as specific as possible.

Student's Name: _____

1. Prior to the student's participation in Project Enrich, what information did your initial assessment of this student yield?
2. How do you rate the academic ability of this student (excellent, good, fair, poor, etc.)? Describe.
3. What skills and/or concepts has the student acquired as the result of his/her participation in the project?
4. Does this student demonstrate an ability to plan and execute work on his/her own? Does the student exhibit independence?
5. How well does this student organize his/her time for study? Describe before and after participation in Project Enrich.
6. Does this student show intellectual curiosity and initiative? Describe before and after participation in Project Enrich.

Project Enrich
Counselor Follow-up Questionnaire
Page 2

7. What evidence of growth (academic, career, personal, etc.) has this student displayed during his/her participation in Project Enrich? Explain.
8. In what skills and/or concepts does the student need further assistance?
9. Please comment on student's general attitude as a result of his/her participation in Project Enrich.
10. How would you rate the student's involvement/participation in the Project? How has Project Enrich helped this student?
11. Do you think this student has the ability to complete four years of college? Explain.

Counselor _____ School _____

PROJECT ENRICH
Career Awareness Session
Student Evaluation Form

Please respond to the following questions either by placing a check (✓) in the appropriate space or by writing a statement.

1. This Career Awareness Session was:

- ☐ Very interesting and informative
- ☐ Somewhat interesting and informative
- ☐ Not interesting or informative

2. (a) Based on this morning's presentation on Occupational Outlook did you learn about any new careers that may interest you? ☐ Yes ☐ No

(b) If yes, which ones? _____

3. What did you learn from the Students' Perceptions of the College Experience presentation? _____

4. (a) What ~~small~~ group Career Workshop did you attend this afternoon? _____

(b) Please indicate what you learned from the workshop: _____

(c) The speakers were: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

5. If another career session is planned, what kind of information would you like to receive? _____

6. (a) Did you talk to any of the presentors or resource persons today about any career interest(s)? ☐ Yes ☐ No

(b) What was his/her name? _____

(C) Would you like him/her to be your mentor for the coming year? ☐ Yes ☐ No

Thank you!

Name: _____ School: _____

PROJECT ENRICH
Career Awareness Session
Parents' Evaluation Form

1. How would you rate this morning's presentations on:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
(a) Succeeding in College	()	()	()	()
(b) Occupational Outlook	()	()	()	()
(c) Students' Perceptions	()	()	()	()

2. How would you rate the special workshop for parents in the afternoon?
() Excellent () Good () Fair () Poor

3. What types of information did you expect to receive today?

4. What were the most important things you learned at today's session?

5. Do you desire more information? () Yes () No If yes, please specify:

6. Please comment on how you feel Project Enrich has helped your son/daughter.

Thank you!

Parent of: _____

APPENDIX E



Office of the
Deputy Superintendent

Division of
Student Services

415 12th Street, N.W. Washington, D.C. 20004

PROJECT ENRICH

Essay Contest

Project ENRICH students are encouraged to participate in this years essay contest. The general topic for the essay is related to the student's career goal. Any interested student should develop an essay which describes their specific career goal and the steps they feel are necessary to reach their goal.

The length of this essay should be approximately 250 - 300 words. Students are expected to develop their essay and be certain that they have checked all spelling, vocabulary and grammar prior to turning in their essay to the counselor. In addition, each student is expected to select a title which is unique to their essay.

The essay will be judged by the following criteria:

	<u>Points</u>
Content	30
English Usage/Vocabulary/Spelling	25
Organization	20
Appearance	15
Style/Creativity	10

Five students will be selected as finalists and will appear before the judging committee to discuss their essay. From those five finalists, a first, second, and third prize and two honorable mentions will be selected.

The first prize winner will have his/her essay printed in the Afro American and District Education. Students will also give an oral presentation at the Awards Ceremony to be held on May 12, 1983 from 7:00 p.m. to 9:00 p.m.

Schedule

March 15, 1983	All Essays/Entries Submitted to Counselors
March 21-25, 1983	Judging of Essays
March 28 -	
April 1, 1983	Oral Presentations Scheduled for 5 Finalists
April 4-8, 1983	Judges Make Final Selections
April 18, 1983	Winners Announced
May 12, 1983	Awards Cermony